LONGMANS' ENGLISH COURSE FOR INDIAN SCHOOLS

SECOND READING BOOK



LONGMANS, GREEN & CO., LTD. 6, OLD COURT HOUSE STREET, CALCUTTA 53. NICOL ROAD, BOMBAY 167. NOUNTROAD, MADRAS, &C. LONDON, TORONTO AND NEW YORK

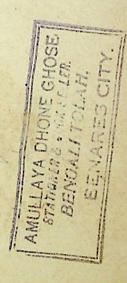


LONGMANS' ENGLISH COURSE FOR INDIAN SCHOOLS

SECOND READING BOOK

WITH ILLUSTRATIONS

NEW IMPRESSION



LONGMANS, GREEN AND CO., LTD.

53, NICOL ROAD, BOMBAY

6 OLD COURT HOUSE STREET, CALCUTTA

167, MOUNT ROAD, MADRAS
LONDON AND NEW YORK

1927

All rights reserved

PREFACE

THE First Reading Book contained fessons mainly on the school-room, the school-garden and compound, and going to and from the school. For the sake of variety a few very simple stories were also introduced, and lessons on morning and evening, which offer no difficulties. This was in correlation with the conversation lessons outlined in the First Year's Teachers' Book.

In the second year, conversation goes further afield. The Reading Book, similarly, takes the boy further from the school surroundings. He reads of scenes in the neighbour-

hood of the school, animals, trees, and occupations.

It would be very dull if all the lessons were designed merely to teach the boys to read the names of things. Stories, containing few new words, therefore follow the duller but necessary lessons. After reading of coco-nuts, for instance, the boy will read the story of "The Traveller and the Coco-nuts."

Questions for the boys to answer follow many of the reading lessons. These call for an effort in composition on the boy's part. The replies can be made either conversationally or in writing. There are similar easy exercises intended to make the boy realize the functions of words, and to teach him to classify them. This is really the elements of Grammar.

No indirect speech is employed in the Second Reading

Book, and only simple tenses of verbs are used.

Spell:

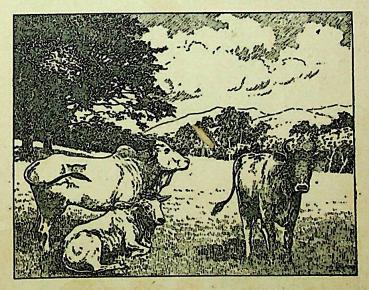
crea'-ture a-fraid' fright'-en

Study:

one foot two feet one tooth two teeth

THE Cow.

1. The cow is a gentle creature. Her eyes are large and brown. Feel her nosé with your hand.



How soft it is! She has two horns, but no one need be afraid of her. She will not hurt any one.

- 2. The cow gives us milk. Each day a man milks her. Ghee is made of milk.
- 3. The cow's feet are called hoofs. Her skin is called her hide. When a number of cows are together we call them a herd of cows.
- 4. The cow swings her tail. It swings from side to side. Why does she do this? She swings it to frighten away the fles.
- 5. The cow eats grass.' When she has swallowed some grass she lies down. Then she brings the grass again into her mouth. She lies in the shade of a tree and chews this grass with her teeth. This is called chewing the cud.

6. Which is the English cow in the picture? Can you tell the difference between an English and an Indian cow?

Write what you know about the cow, what she eats, why she swings her tail, what we get from the cow, etc.



EXERCISE.

Read :

I am a boy. What am I doing? I am holding a coconut in my hand.

I have opened the coco-nut. Here are the two halves. Where is the juice? It has fallen to the ground.



EXERCISE.

Write down what these three boys are doing :-







Write down what these three boys have done:-







Spell:

fi'bre juice

Repeat:

I have eaten.
I have drunk.

I. Have you ever opened a coco-nut?
Inside the green skin there is a hard shell.
Inside this shell there is sweet juice, and also the fruit.

Who is fond of coco-nuts?
Who has eaten the nut and drunk the juice? Which astes nicer, the juice or the nut?

3. We make many things from the coco-nut. From the green skin we get fibre. We make mats and ropes of coco-nut fibre.

4. From the nut we squeeze oil. We use this oil for cooking, and for our hair. What useful things the coconut palm gives us!



Say and spell:

head break beneath said take teeth

Study .

I drink. I drank. I stand. I stood. I throw. I threw.

THE TRAVELLER AND THE COCO-NUTS.

r. One hot day a traveller stood beneath some palm trees. He was very thirsty. High above his head he saw some ripe coco-nuts. "I do wish

I had some of those nuts!" thought he. "They would soon

quench my thirst."

2. Hearing a noise in the tree the traveller looked up. He saw some monkeys plucking the nuts. For several minutes he stood still, thinking deeply.

3. Then he began to search for a stone. As soon as he found one he threw it at one

of the monkeys.

4. The monkeys chattered



- angrily at him. Then one of them threw a nut at the traveller.
 - 5 In a few minutes, they threw down a dozen nuts or more. The traveller broke open several, drank the juice, and went on his way.

Write these sentences:

I stand under a tree. I drink juice from a coco-nut. I threw the nut away.

Now write the same sentences as if you did it yesterday.



Study:

A mouse. Some mice. I creep. I go. I catch. I know. I crept. I went. I caught. I knew.

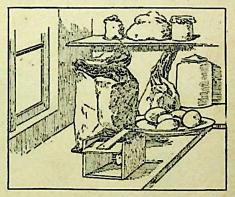
THE MOUSE.



- I. I am a mouse. I live beneath the floor, and I never ask any one to come and see me. Every one else is my enemy.
 - 2. There is first of all the cat. She is a terrible

enemy. She creeps behind doors and beneath almirahs, and before I can squeak she pounces upon me.

3. I do not like the cat. Her claws are long and her temper is nasty. She catches me and then plays with me. I squeak and run, and think, as I



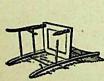
get near my hole, "Safe at last!" But just as I reach my hole, down comes her paw.

4. My other great enemy is the trap. The people who live in the house over my head set this in the pantry. The pantry is the room where they keep their food. Inside the trap hangs a tempting piece of bread. We mice all know the trap. We creep round it and smell the bread. But we never go inside and bite the bread. We know better than that.

EXERCISE.

Write the last paragraph as if it happened yesterday.





This chair is broken. One leg is gone. Will it be mended? Now the chair is mended.





Answer these questions:

Is this dog tossed by the cow?

Will he be killed?

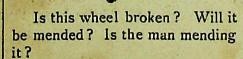
Will I Is the Can

Is this jar broken? Can it be mended?





Is this boy frightened?
Is he running? Will he be caught? If he is caught, will he be killed?



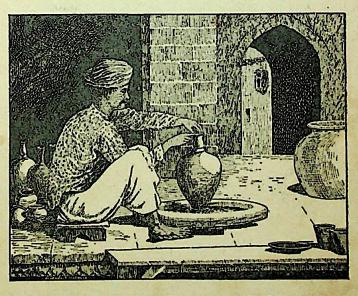


Study:

He sits and sees the potter at work. He sat and saw the potter at work. He spins. He spun. He holds. He held.

THE POTTER.

1. Do you see the large pot? How well it is made! How smooth its surface is! And what a



perfect shape it has! Let us watch the potter at work, and see how he makes his pots.

2. Here is a potter at work. By his side are several pots. He has shaped them out of soft clay.

He sits in front of his wheel. It is this wheel that enables the potter to shape his pots so well.

3. He puts the pot in the centre of the wheel. He then spins the wheel with his foot. Round and round goes the wheel, and round and round goes the pot.

4. While the pot is spinning round, the potter. puts his finger against it. His finger chafes against the soft clay. It rubs all the uneven bits of clay off. In this way the pot becomes quite smooth.

EXERCISE.

Pretend that you are the potter, and write out the last two paragraphs. Begin-" I put the pot. "

Say and Spell:

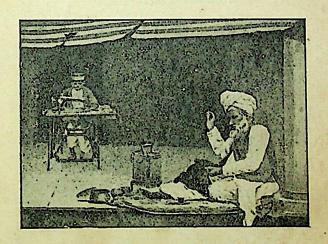
thread sew ma-chine' seam bed go been seem

THE TAILOR.

- 1. I am a tailor. All day long my fingers are at work. Stitch! Stitch! This is my needle and this is my thread. This smaller reel is a reel of cotton. I sing as I sew.
- 2. My son has bought a sewing machine. He works faster with it than I can with my hands. I

am too old to change. I like to go on sewing in the way I have sewn all my life. Stitch! Stitch!

3. I like to feel the needle fly above my shoulder, and the thread draw tight. Then down



goes the needle again into the seam. How easily it glides through the cloth! Then back over my shoulder again. Stitch! Stitch! Stitch! How I enjoy my work!

Change the following statements into questions:

r. I am a tailor. 2. This is my needle. 3. This reel is made of wood. 4. The boy has a sewing machine. 5. The man is too old to change. 6. I like to feel the thread draw tight. 7. I enjoy my work.

Twinkle, twinkle, little star, How I wonder what you are; Up above the world so high, Like a diamond in the sky.

When the burning sun is gone, And he nothing shines upon, Then you show your little light, Twinkle, twinkle all the night.

Then the traveller in the dark
Thanks you for your tiny spark;
He could not see which way to go
If you did not twinkle so.

8.

Spell and Say:

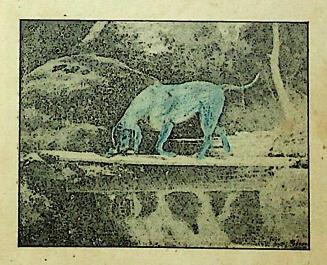
take took come came find found seize

THE GREEDY DOG.

I. A dog once found a large bone. "I will take this bone where no other dog can see me," he thought, "and then I will eat it." So he trotted along with the bone in his mouth.

2. Presently he came to a brook, over which there was a plank of wood. The dog stepped on to the plank, and was trotting across the brook, when he happened to look down. There he his own reflection in the water.

- 3. "There's another dog!" exclaimed he to himself. (Of course the dog could not talk, but these were his thoughts.) "He's got a bone, too! I will take his bone from him, and then I shall have two bones for my dinner."
- 4. He showed his teeth at the dog in the water. The dog looked straight up at him, and did the

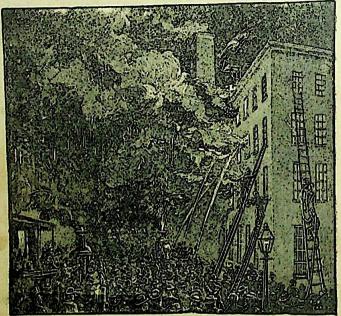


same. With a bark of anger, he opened his mouth, and jumped into the water to seize the other dog.

5. But when he opened his mouth, he let go the bone, which dropped into the brook.

6. Backwards and forwards he swam, looking for the other dog and his lost bone. He could find neither, and so the greedy fellow had no dinner at all.

CONVERSATION LESSONS.



This is a street in an English town. What is happening to the house? Can you see the fire engines? Why are they there? How do they put a fire out? Can you see the jets of water? Is the water pouring into the windows? Can you see any ladders? Where are they? Why are they put there? Is it night or day? Do you think people are asleep in the bedrooms? If they were awake, would they not open the windows and call for help? Why are the windows closed and everything still then? What are the firemen doing? Can you breathe smoke into your lungs? What happens if you do? If the people do not wake up, will they be killed? Will the firemen save them?

COMPOSITION.

Write a description of all that you can see in the picture

CC-0. Mumukshu Bhawan Varanasi Collection. Digitized by eGangotri

KINDNESS TO ANIMALS.

ROBIN: a pretty little English bird with red breast. English children throw bread crumbs on the ground for robins to peck up in the cold winter. The robin has a pretty song.

Animals lie in their lairs. A tiger lies in his lair. The lark is another English singing bird. It sings while it circles in the air.

Spring time, the opening of the year, is a gay time among the birds.

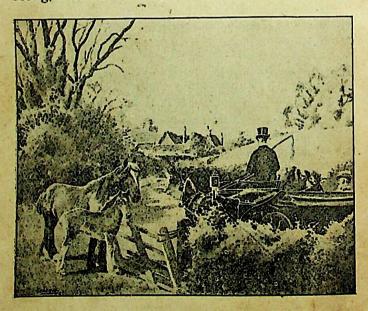
Little children, never give Pain to things that feel and live: Let the gentle robin come For the crumbs you save at home-As his food you throw along He'll repay you with a song. Never hurt the timid hare Peeping from her green grass lair; Let her come and sport and play On the lawn at close of day. The little lark goes soaring high To the bright windows of the sky, Singing as if 'twere always spring, And fluttering on an untired wing. Oh! let him sing his happy song, Nor do these gentle creatures wrong.

Study:
The man drives. The man drove. The horse draws the carriage. It drew the carriage. The foal grows. It grew. It has grown.

THE HORSE.

I. The horse is a noble creature. All day long he works for his master, and asks for no reward except his food.

valk, trot, or gallop. How proudly this horse trots along, with head erect, and tail and mane flowing!



His hoofs are shod with iron shoes. They make

a ringing sound upon the hard road.

3. The man who drives the horse is the coachman. He holds the reins in his hand. The reins are fastened to an iron bit in the horse's mouth. The horse is drawing a carriage. Inside the carriage there is a lady and gentleman. By the coachman's side you can see his whip.

4. In the field also there is a mare with her foal. What a pretty little creature the foal is!

Its coat is long.

What is a sentence?

I have a top is a sentence. It tells us something. When we speak, we speak in sentences.

I a top is not a sentence. It tells us nothing.

EXERCISE.

The following are not sentences. Add a word to each, and make them into sentences.

r. The cow — the dog. 2. The cat — the mouse. 3. The horse stood on his — 4. The — ate some bread. 5. The jackal — all night. 6. Did the cow — the dog? 7. Is the boy — his lessons?

11.

A LITTLE PLANT.

In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Wake!" said the sunshine, "And creep to the light." "Wake!" said the voice Of the raindrops bright.

The little plant heard, And it rose to see What the wonderful Outside world might be.



THE BOYS AND THE FROGS.

1. One day some boys were playing by the side of a pond. They threw some stones into the water for fun.

2. In this pond there lived some frogs. The

stones hit the frogs and hurt them.

3. At last a wise old frog put his head up out of the water, and said to the boys: "Please don't pelt us so!"

4. "We are only throwing stones for fun," said

one of the boys.

5. "I know it," replied the frog; "but what is

fun to you is death to us."

6. The boys were good boys. They said, "If our play hurts you, we will throw no more stones, you poor frogs."

Parts of a Sentence.

The boy is running. Which is the doing part of this sentence? Is running is the doing part. The words "is running" tell us what the boy is doing.

Which are the doing parts of these sentences:

The horse is trotting. The man walks. The tiger is eating quickly. The goat is being eaten. boys are throwing stones.

Study:

I load the cart. We load it. The cart is laden. You load it. They load it. The He loads the cart. gun is loaded.

THE BULLOCK.

1. The bullock, like the horse, is an animal that works for its master. Here are three bullocks, harnessed to a cart. The cart is laden with timber.

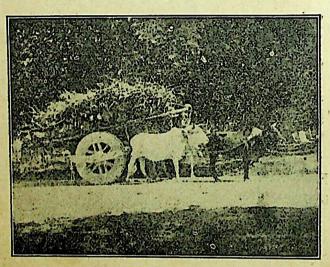
and faggots.

2. The harness is made of rope. Harness for horses is made of leather. Where the rope crosses the shoulders of the leading bullock, there is a cloth pad. This prevents the rope from chafing against the bullock's skin and hurting him.

3. These bullocks have a kind master, He feeds them well. See how plump they are! Because they are well fed they are able to work hard L

24 ENGLISH COURSE FOR INDIAN SCHOOLS.

4. How heavy the load must be! It requires three bullocks to pull it. The wheels of the cart are very heavy and strong.



5. Sometimes a bullock is called an ox. We speak of a number of bullocks as a *herd* of bullocks or oxen.

Answer this question in writing :

How do you know that these bullocks have a kind master?

Write:

The men load the cart. They are loading it with timber. Now the cart is laden.

Now begin:

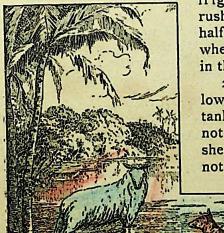
The man loads the cart. Alter the next sentence in the same way.

Repeat:

A sheep. Two sheep. A flock of sheep. I stick. I stuck. I am stuck. I bite. I bit. I am bitten.
I hit. I hit. I am hit.

THE JACKAL AND THE SHEEP.

1. Once upon a time a jackal made a dash at a sheep, hoping to catch her. The sheep was very



frightened. She rushed away into a half empty tank, where she stuck fast in the mud.

2. The jackal followed her into the tank. His legs were not so long as the sheep's, and he did not get very far be-

fore he stuck fast too. Then said the jackal: "O Aunt, this is bad business!"

3. The sheep looked over her shoulder at the

jackal. "O Nephew," bleated she, "it is not so bad as it will be soon, when my master comes. On his shoulder he will carry a stick. Behind him will come his two great dogs. He will hit you with the stick, while the dogs bite you. Then, dear nephew, you will know this business is not now so bad."

(From "Indian Nights Entertainments," by permission.)

EXERCISE.

Close your books and write the story, not in English, but in you own language.

Parts of a sentence:

The man jumps. Is this a sentence? Yes, it tells us something. Which is the doing part? "Jumps" the doing part. Is there another part? Who jumps? The man jumps. "The man" is the naming part of the sentence.

Pick out the naming part in these sentences:

A fish is swimming.
 The moon is shining.
 These sheep are feeding.
 I am jumping.
 He is walking.

Which are the doing parts?

15.

Study:

He smells. He smelt the rose.

This box is made of wood. It is a wooden box.

THE CARPENTER.

I. I am a carpenter. My work is to make things out of wood.

2. I have many tools. This is my saw. With this tool I saw up the wood into pieces.

3. With my plane, I plane the pieces smooth. With hammer and nails I nail the pieces of wood together.

4. The chisel is also a useful tool. It has a sharp edge which cuts into the wood. I hammer the top of the chisel with a mallet.



5. I help to build houses.



My work is to make the wooden beams that support the roof. I also make the wooden doors.

6. My father was a carpenter. I learned the work from him, and I like it. I like to smell the sawdust as it falls from the wood to the floor. My tools are like old friends to me.

7. When I was quite young I used to like

carpentry. I made an almirah when I was ten years of age. At the bottom of the almirah there were some drawers. I was not content to make these drawers with hammer and nails. I dovetailed the corners together properly.

8. When the almirah was complete, I stained the wood, and polished it. I have the same almirah

in my house to-day.

GRAMMAR EXERCISE.

Subject and Predicate. You have learnt the two parts of a sentence, the naming part, and the doing part. The naming part, in grammar, is called the Subject, the doing part is called the Predicate.

Which are the subjects and which are the predicates

in these sentences?

The man is walking slowly. The carpenter is sawing quickly. He is sitting on the ground. The man is laughing. Why is he laughing?

Write these sentences as if it all happened yesterday:

I sit in my chair. My work is done. There is nothing more to do. I rest my head on the chair back, and go to sleep. Hark! what is that? I think I hear a noise. "Who is that?" I cry. Not a sound is heard.

Answer this question:

What wooden things can you see in the school room?

Study:

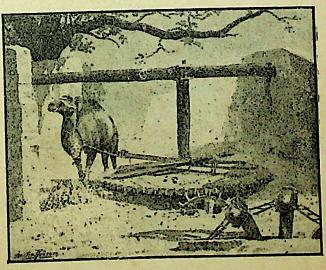
A beast of burden is an animal that carries burdens. Horses, oxen, donkeys are all beasts of burden.

A man's house, his tables and chairs, his crops, all are his goods.

fer'-tile un'-fer-tile I rise. I rose.

THE CAMEL.

1. The camel is one of the most useful of all animals. Like the horse, the donkey, and the



mule, it is a beast of burden. It carries men and goods upon its back.

2. In the sandy districts of Asia the camel is

most useful. In Western India, Arabia, Persia, and in China, the camel is laden with goods which it carries from one town to another. In Western India, sometimes, the camel is employed to turn the Persian wheel. To prevent him from becoming giddy as he walks round and round he is blindfolded. Do you see in the picture the cloth bound round the camel's eyes?

3. The camel has large feet that prevent it from sinking into the sand. In its stomach also it stores a large supply of water. It can go for a long time,

therefore, without wanting to drink.

4. A desert, as you know, is a wide tract of land where very little rain ever falls. No plants will grow on it. For this reason we say that a desert is unfertile. You can see how useful a camel must be to carry men across a desert.

5. There are often a few wells or pools in the desert, where the water that is deep under the ground rises to the surface. Round these pools grow palm trees and green grass. They are like pleasant islands surrounded by a sea of sand, and are called oases. The merchant, on his camel, makes his way across the desert from one oasis to another.

Fill in the word that in the following sentences:

This is the flower ---- I like best.

This is the wheel —— the potter uses.

The plane is a tool —— a carpenter uses.

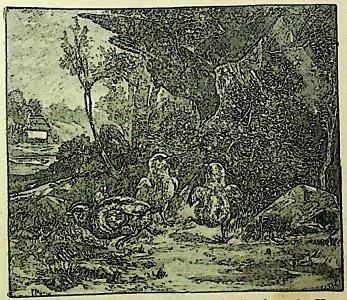
Have you seen the horse — won the race?

Write a sentence of your own, using the word that in the same way.

Write replies to the following questions:

- 1. In what kind of country are camels used most?
- 2. Say what you know about a desert.

CONVERSATION LESSON.



How many little chickens are there in the picture? Have they any feathers? Are they covered with down? How old

are they, do you think?

Has one chicken found a bit of wheat? Where do you think it found it? The chicken is very small; could it find anything that was much above the ground? Would the other chickens want the wheat? Have you ever seen chickens fighting? If these chickens fought, would they see the wicked old crow flying down to them? Do crows live on vegetables or flesh? What did the crow do?

. COMPOSITION.

Write a little story in your own words, describing what is happening in the picture.

THE CAMEL AND THE RAT.

I. A camel, who had strayed from his master, was once walking through the jungle. His nose

string trailed along the ground behind him.

2. Seeing the loose string trailing along the ground a rat thought: "Why should I not take hold of the string and lead the camel? I shall then be its master." So he picked up the end of the string in his mouth, and trotted along in front of the huge animal.

3. As he led the camel along, the rat thought to itself, "How strong I am to be leading a camel!"

4. After a time they came to a brook, which crossed the path. "Pray go on," said the camel, politely.

5. "Nay," answered the rat, "the water is too

deep for me."

6. "Not at all," said the camel. "It is quite shallow. I will go in, and you will see how shallow it is. Look," said the camel, "the water is only knee-deep, so come along!"

7. "Ah," said the rat, "but there is a difference between your knees and mine. Pray carry me

over."

8. "Confess your fault," said the camel. "Promise to be humble in future, and I will carry you over."

9. So the arrogant rat made the promise, and the camel then carried it over.

(From "Indian Nights Entertainment," by permission.)

Parts of a Sentence. The Object.

The rat led the camel.

Which is the Subject of this sentence? Which is the Predicate?

Is there another part of the sentence? Whom did the rat lead? The camel. The camel is called the object in the sentence.

Which are the objects in these sentences?

r. The ox tossed the dog. 2. The dog killed the rat. 3. The mouse ate the bread. 4. The camel carried the rat.

In this sentence: The dog swam in the water, "swam in the water" is the Predicate. The water is not the object. The dog did not swim the water, he swam in the water.

18.

Spell:

| plough blade | cult'-i-vate sep'-ar-ate | straw mil'-let |
|-----------------|-----------------------------|-------------------|
| stalk | gath'-er | jute cot'-ton |
| husk | suit | COL-TOIL |

THE CULTIVATOR.

I. Where does our food come from? It comes from the grain fields in the country. It is the cultivator who grows the rice we eat. He cultivates the soil.

2. He ploughs the land with his plough, which is drawn by bullocks or buffaloes. When the land

34 ENGLISH COURSE FOR INDIAN SCHOOLS

is ploughed, he sows the seed. The seed sends up-

little green blades above the earth.

3. The little green blades grow higher and higher, until they become stalks. At the head of each stalk is an ear of grain.



- 4. When the crop is ripe the cultivator cuts it. Then the ears of grain are threshed, so that the grain separates itself from the husks. This grain is gathered into bags, and sent off to be sold. The stalks are also sold as straw.
- 5. Cultivators in India do not grow only rice or wheat or millet. In some parts they also grow sugar-cane, jute, or cotton. They grow the cropwhich the soil suits best.

GRAMMAR.

Which is the Subject, and which is the Predicate in these sentences?

The crops grow well.
 The rains are very heavy.
 Rain is good for rice.
 The straw is very long.

Which is the Predicate in these sentences? Is there an Object?

1. He ploughs with his plough. 2. The plough is drawn by oxen.

Which is the Object in these sentences?

1. The ox draws the plough. 2. The man ploughs the field.

COMPOSITION.

Study:

I see a tiger coming towards me. I shall be killed.

Write a similar verb in these sentences:

I see a man pointing his gun at me. I ______.

I see a bull rushing towards me. I ______.

The boy is in the river. He cannot swim. He _____.

The mouse is going into the trap. He ______.

19.

Study:

Who rings the bell? The man rings the bell.
Who rang the bell? The man rang the bell.
Was the bell rung? Yes, it was rung. Lie,
lay, swing, swung.

THE METAL WORKERS.

1. Iron is a very useful metal. Horses' shoes are made of iron. Saucepans and many other useful things are made of the same metal. A man who works in iron is called a blacksmith.

2. Clang! clang! clang! The sound from the blacksmith's shop rings down the street. The blacksmith has heated a piece of iron at the forge till it is red hot, and now that it is red hot and soft, he is hammering it into shape. The piece of redhot iron lies upon the anvil.

3. What is the blacksmith making? He is making a shoe for a horse. Do you see the shower of sparks flying from the glowing metal? What a

heavy hammer he is swinging!

4. A man who works in copper is called a coppersmith. One who works in tin is a tinsmith; or silver, a silversmith; or gold, a goldsmith.

5. Many of our water pots are made of brass. Brass is not a pure metal, as copper or silver is. It is made by mixing the metals zinc and copper together.

Study:

The fire is hot. It gives out heat. It heats the iron pot. This man works. He is a worker.

This boy is idle. He idles away his time. He is an idler.

This man talks well. He is a good talker.

This boy walks well. He is a good walker.

Here is a heavy parcel. How much does it weigh? What is its weight? It weighs four seers.

How the fire glows! You can see the glow right own the street.

Reply to these questions :-

- 1. What is a man who swims?
- 2. What is a man who runs?
- 3. What is a man who bowls at cricket,
- 4. What is a man who rings a bell?

20.

THE SUNSHINE.

I love the sunshine everywhere——
In wood, and field, and glen;
I love it in the busy haunts
Of town-imprison'd men.

I love it, where the children lie
Deep in the clovery grass,
To watch among the twining roots,
The gold-green beetle pass.

I love it, on the breezy sea,
To glance on sail and oar,
While the great waves, like molten glass,
Come leaping to the shore.

I love it, on the mountain tops,
Where lies the thawless snow;
And half a kingdom, bathed in light,
Lies stretching out below.

Oh! yes; I love the sunshine! Like kindness, or like mirth, Upon a human countenance, Is sunshine on the earth. Upon the earth—upon the sea—
And through the crystal air—
Or piled-up clouds—the gracious sun
Is glorious everywhere.

MARY HOWITT

Study:

The sunshine *streams* through the window.

Do you see that man in prison? He is *imprisoned*.

Clovery grass = grass in which the pretty clover lower grows.

The iron melts. It is red hot. It is molten.
This journey seems endless. Will it never end?
Thawless snow is snow that never thaws.

21.

Study: gentle some

gentler more gentlest

most gentle

THE ELEPHANT.

It is also the gentlest and most sensible. In its wild state it is sometimes fierce. But it is easily tamed, and taught to do work.

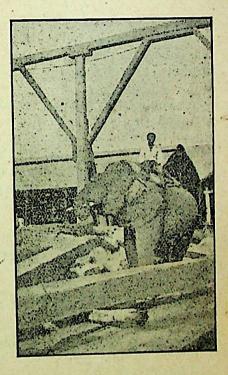
2. In very early times the elephant was tamed and taught to do work in India. In olden times Indian warriors used to ride their elephants to war.

3. Nowadays elephants are not used so much as in olden days. Rajahs ride them when they go hunting, or when they take part in processions.

In Burma plenty of work is still given to elephants to do.

4 A valuable timber tree grows in Burma. This is the teak tree. Our almirahs and tables are often made of teak-wood. Elephants carry the heavy pieces of timber, which are much too heavy for men to carry.

Write the sentence in paragraph 4. Which are the Subjects, Predicates, and Objects?



22.

AN ELEPHANT'S GRATITUDE.

I. An elephant once had a disease of the eyes, which made it blind. Its owner asked a doctor if he could cure it.

2. The doctor said that he would try to cure one eye. If he cured this one, he would then try to cure the other. The elephant was made to lie

down, and the doctor touched one of its eyes with caustic.

3. The caustic burnt the poor elephant. It screamed with the pain. But the caustic did good to the eye, and soon the elephant could see out

of it.

The next day the doctor went to the elephant to touch the other eye with caustic. When the animal heard the doctor's voice, it lay down without being told. Then placed its head ready for the doctor to do his work. It drew in a deep breath to help it to endure the pain, just like a human being does.

5. As soon as the doctor had finished, the dumb creature nodded its head, and swung its trunk to and fro. It said "Thank you" as plain as it could.

23.

A COUNTRY WALK.

1. Yesterday I went for a walk into the country. As soon as I stepped from my house into the street, I turned to the right. After walking for about half a mile, I left the town behind me.

- 2. The road stretched straight in front of me. On either side there were paddy fields. Between the fields and the road on the right-hand side there was a hedge of prickly pears. There was a ditch on the left-hand side.
- 3. In the fields men were ploughing, knee-deep in water. The rains had begun, so there was plenty of water.

4. The grass and trees were fresh and green. Only a few weeks before, when I walked along the same road, they were parched and brown. This was before the rain began to fall.

5. In some places there were deep ruts in the road. The rain had made the road so soft, that the

wheels of the bullock carts sank deep into it.

GRAMMAR.

Kinds of words:

The horse drank slowly.

In this sentence there is a subject, "The horse," and a Predicate, "drank slowly."

. The subject has two words, and the Predicate has

two words.

Are the words in the Predicate exactly alike? Let us pull the Predicate in pieces and examine it closely.

The word in the Predicate that really tells us what the horse does is "drank." "Slowly" tells us how it drank. It did not drink quickly, it drank slowly.

The doing words in a sentence are called, in grammar, verbs. Words like slowly, that add a meaning to the verb, are called adverbs.

In these sentences, which is the Predicate, and which word in the Predicate is a verb?

1. The rain fell heavily. 2. The cart sank in the mud. 3. The men were ploughing.

Pick out some verbs in the last reading lesson.

24.

I have a little garden,
And every summer day
I dig it well, and rake it well,
And pull the weeds away.

42 ENGLISH COURSE FOR INDIAN SCHOOLS

I have a little garden,
And every summer night
I water all the pretty flowers,
And watch them with delight.

In my little garden
I have a little walk;
I take my brothers by the hand,
And there we go and talk.
Busy bees come humming by,
To gather honey sweet;
And singing birds look in to see
What they can get to eat.
AGNES VEITCH.

25.

Study:

steal stole stolen leave left left take took taken

THE CATS THAT WENT TO LAW.

- I. There were once two cats, and their names were Coalblack and Chalkwhite. These two cats found a piece of bread, but could not agree how to divide it. Each one wanted a larger piece than the other.
- 2. "I saw it first," said Coalblack. "I know you did," replied Chalkwhite, "but I said, 'Let us steal it."
- 3. "So you did," said Coalblack, "but I stole it. I ought to have the larger share."

4. At last Coalblack said: "It will never do for two friends to quarrel about a bit of bread. Let us go to Judge Monkey, and ask him to divide it for us."

5. "That is a good plan," said Chalkwhite, and

off they ran to Judge Monkey.

6. When the cats told the monkey what was the matter, he held out his paw, saying, "Give me the bread." Then he broke it into two pieces.



7. "This won't do," said he. "One piece is larger than the other. I will weigh them in the scales."

8. He put the pieces of bread in the scales. "Just as I thought," said he, "one piece is heavier than the other." So he bit a piece off the larger bit of bread, and put it back in the scales.

9. Now the other lump was the heavier. So he bit a piece off that, and then put it back into the

scales. Still they were unequal.

to. He was about to bite off another piece when both Coalblack and Chalkwhite called out, "Stop, stop. You will eat up all our bread."

11. "I can't help that," said the monkey. "You asked me to divide the bread equally for you, and

I am doing my best!"

12. So the monkey continued to weigh the bits of bread, biting a piece first off one and then off the other. At last there was only a very small piece left.

13. The cats now saw what a mistake they had made. "Do stop!" they cried, "and give us what

is left."

14. "No!" said the monkey. "There is only a small piece left, but that belongs to me. That is my fee for the trouble I have taken." As he said this he crammed the last piece into his mouth.

15. The cats went away much wiser than they came. They made up their minds never again to

go to law.

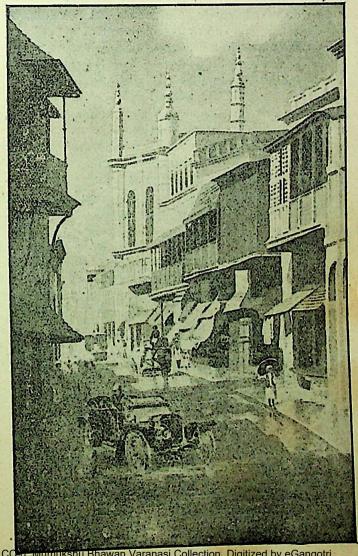
26.

Study:

I wake I bring I woke I was wakened I brought I have brought veg'-e-table (soft g)

A TOWN WALK.

1. This morning I woke rather late. Not having much time I took my walk in the town.



Bhawan Varanasi Collection. Digitized by eGangotri

2. I opened my door at seven o'clock, and stepped into the road. Turning to the left I made my way towards the centre of the town.

3. At first it was beautifully fine. A bright sun shone out of a clear blue sky. But the pavements

were wet, so I knew that rain was not far off.

4. I walked along, stepping over the puddles of water on the pavement. Sometimes I walked

along the kerb-stone to avoid the wet.

5. Although it was early, traffic had already begun. Trams were running along the rails, splashing through puddles of mud and water. The postman was delivering letters to the houses. Some bullock carts, laden with vegetables, creaked and rattled along towards the market.

6. I had walked only a mile when the sky clouded over, and it began to rain. I had brought my umbrella with me. Opening this, I turned round, and quickly made my way home again. By the time I reached home, it was raining heavily.

GRAMMAR.

Which are the Predicates in paragraph 2? Which are the Verbs? Which words add to the meaning of the Verbs? What do we call them in grammar?

COMPOSITION.

Write a description of the last walk you took, where you went, the distance, the kind of weather, and what you saw.

27.

Spell:

re-fresh'-ing

de-lic'-ious

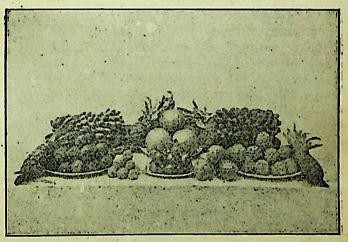
Study:

Oranges grow They grew buy bought

They have grown bought

FRUITS.

1. Which is the nicest fruit of the year? Many people think the mango is. The mango season



Some Indian Fruits.

lasts for such a short time that people do not grow-tired of it.

2. We can get bananas nearly all the year round. We grow rather tired of bananas. But the banana is a very good fruit. The kind that has a green.

skin, and is yellow inside, is the best, I think. Which kind do you like best?

3. The orange is another good fruit. The best oranges are grown in the Central Provinces. They

are full of juice and are very refreshing.

4. Most people like fruit. They look forward to the time when the mangoes will be ripe. Coming in the hot weather, this fruit is delicious.

5. Fruit is very good food to eat. Melons, papaiyas, pomolos, lichis; all are good food, and

can be bought in the bazaar.

6. Many a time have I, when walking in the country, stopped to buy a coco-nut, so as to drink the cool juice. I sit down in the shade and watch the owner of the tree climb up to the fruit. He cuts a nut from the bunch, and climbs down again. Then with his knife he quickly cuts away the green husk, and makes a round hole in the top of the nut. After drinking the juice I rise and continue my walk. My thirst is all gone.

28.

Say:

earn rhymes with turn.

THE FISHERMAN.

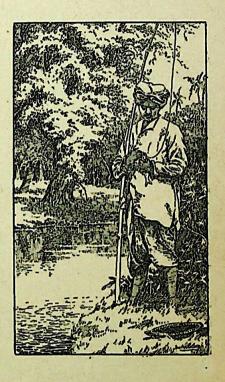
The fisherman earns his living by catching and selling fish. Sometimes he catches them in a net, sometimes with a hook and line.

Once a fisherman was fishing in a river. After a long day's toil he caught one little fish.

He was taking it off the hook, to put it in his

basket, when the fish opened its mouth, and begged him to let it go. "I am such a tiny thing," it said, "that I am of little use to you. If you put me back in the river I shall grow into a large fish. Then it will be worth your while to catch me."

"That is very true," replied the fisherman; "but I am not so foolish as to give up something I have got in exchange for something that I haven't got."



EXERCISE.

Close your books, and write (in English) in your own words the story of the fisherman and the little fish.

PROVERE.

A bird in the hand is worth two in the bush.

D.

29.

THE STORY OF TWO OBSTINATE PEOPLE.

Once upon a time a poor farmer and his wife, having eaten their supper, were sitting by the fire. A gust of wind blew the door open.

"Wife, shut the door!" said the farmer.

"Husband, shut the door!" replied the wife.

Neither of them would shut the door. At last the farmer-said, "Let the one who speaks first shut the door."

This pleased the wife. She agreed, and the old couple sat silent through the whole evening. They went to bed without speaking a word, and still the door remained open.

In the middle of the night, both husband and wife heard a noise and woke up. They saw a wild dog enter the room. The dog ate up all their food, but not a word would either of these two obstinate people speak.

The next morning the wife took some grain to the house of a neighbour to have it ground into flour.

In her absence the barber entered, and shaved the farmer's head. Not a word would the farmer say to the barber.

"The man must be bewitched," said the barber. So he shaved off only one half of the farmer's beard, covered him with lamp black and left him.

Presently the wife returned. Seeing her husband daubed over with lamp black, and with half his beard off, she began to tremble. "What have you done?" she cried.

"You have spoken first," said the farmer. "Woman, shut the door!"

GRAMMAR.

Kinds of words:

The door is shut.

In this sentence, which word is the *name* of something? *Door* is the name of something. In grammar the word *door* is called a *Noun*.

Which words in these sentences are names of something?

1. A farmer and his wife sat by the fire.

2. The old couple sat silent.

What do we call naming words in grammar.

30.

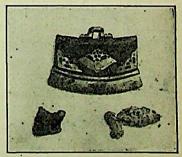
Say:

fuel rhymes with jewel.

1. Fire is very useful to us. If we had no fire,

we could not boil our rice, or cook any food.

2. We could not live if there was no water. It quenches our thirst, it feeds the fruits and crops, it quenches the thirst of birds and animals also.



FLINT, TINDER, AND STEEL. THE STEEL IS ON THE PURSE.

- 3. Nowadays we make fire by striking a match upon a match-box. Many years ago, before there were matches, fire was made by striking a piece of steel and a piece of flint together. People carried with them a "flint and steel."
- 4. When the flint was struck by the steel, sparks flew out. These sparks set fire to a dry bit of tinder, and in this way people used to make fire. Striking a match is a very much easier way.

5. There are several kinds of fuel. The best fuel is coal, which burns a long time and gives out a great deal of heat. Wood is also a good fuel.

Answer these questions:

When you were a small boy, what used you to eat?
When you were three years old, what games used you to play?

31.

LITTLE WHITE LILY.

Little White Lily
Sat by a stone,
Drooping and waiting
Till the sun shone.
Little White Lily
Sunshine has fed,
Little White Lily
Is lifting her head.

Little White Lily Droopeth with pain, Waiting and waiting
For the wet rain.
Little White Lily
Holdeth her cup;
Rain is fast falling
And filling it up.

Little White Lily
Smells very sweet;
On her head sunshine,
Rain at her feet.
Thanks to the sunshine,
Thanks to the rain,
Little White Lily
Is happy again.

GEORGE MACDONALD.

32.

THE SAD STORY OF CHICKEN LITTLE.

- I. One day Chicken Little went out into the garden. She had not gone far when a big leaf fell on her back.
- 2. "Oh dear," said she, "the sky is falling." So she ran away as fast as she could.
 - 3. As she ran she met Brown Hen.
- 4. "Oh, Brown Hen!" cried Chicken Little, "the sky is falling. I heard it, and part of it fell on my back."
 - 5. Away ran Brown Hen with her. Then they

met White Duck. "Oh, White Duck, the sky is falling."

6. "Why! How do you know?" asked White

Duck.

7. "Chicken Little heard it, and part of it fell on her back."

8. Then all three ran away as fast as they could.



9. They next met Mother Goose. "Where are you going in such a hurry?" she asked.

10. "Oh, Mother Goose! Have you not heard

that the sky is falling?"

11. "No," said Mother Goose. "Who said so?"

12. "Chicken Little heard it falling, and part of it fell on her back."

13. So all four ran for their lives. Presently they met Red Fox. "Where are you going so fast?" asked he.

14. "Oh, Red Fox," they cried, "the sky is falling. Chicken Little heard it, and part of it fell on her back"

15. Red Fox looked very wise. Then he said, "If the sky is falling, you had all better come with me. I live in a den under the ground. If the sky

does fall, it cannot hurt you there."

16. So they all went to Red Fox's den, which was a hole under the ground. They went downinto the hole, but they never came out again. Canyou guess what happened to them?

33.

. BIRDS WE OFTEN SEE.

I. The bird we see most often in our towns is the crow. The crow is not at all a clean bird. eats anything that is thrown into the roads. This. is very useful, because he cleans the streets in

towns. The crow has a very harsh voice.

2. The sparrow is another very common bird. He is quite different from the crow. His feathers. are brown instead of black, and he is a little bird. There are sparrows in every street, hopping about and pecking up bits of grain from the ground. In England there are thousands of sparrows, just as there are in India.

3. The maina is a country bird, not a town bird. As it flies, you can see the white on its wings. The maina is not only pretty, it is a clever bird.

It can be taught to talk. Some people keep maina birds in cages as pets. I wonder how they would like to live in cages!

4. The koil is one of the prettiest of our singing birds. It has a soft, pleasing note. Every one

stops to listen when the koil is singing.

5. The peacock is the gayest of birds. No other bird has such bright feathers, or so fine a tail. But although it is so fine a bird to look at, it cannot sing at all.

GRAMMAR.

People keep maina birds in cages. Which is the Subject in this sentence? Which is the Predicate? Which is the Object?

There are three words in the predicate. Which is the doing word, the verb? Which words add to the

verb? What kind of word is the subject? . . .

In cages adds to the verb. "In cages" is not a sentence. We call it a clause. It is a clause that adds to the verb; an adverbial phrase.

34.

- 1. Twenty froggies went to school, Down beside a weedy pool; Twenty little coats of green, Twenty nests, all white and clean.
- 2. "We must be in time," said they; "First we study, then we play; That is how we keep the rule, When we froggies go to school."

- 3. Master Bull Frog, grave and stern, Called the classes in their turn; Taught them how to nobly strive, Likewise how to leap and dive.
- 4. From his seat upon the log,
 Showed them how to say "Ker Chog!"
 Also how to dodge a blow
 From the sticks which bad boys throw.



- 5. Twenty froggies grew up fast, Bull-frogs they became at last; Not one dunce among the lot, Not one lesson they forgot.
- Polished in a high degree,
 As each froggy ought to be,
 Now they sit on other logs,
 Teaching other little frogs.

CONVERSATION LESSON.



Where is the little girl's doll? Where was she playing? What are rushing towards the gate? What is rite a story about what you can see in the picture.

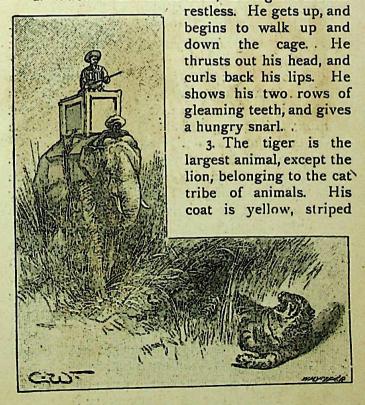
CC-0. Mumukshu Bhawan Varanasi Collection. Digitized by eGangotri

35.

THE TIGER.

I. Who has seen a tiger? If you go to the zoological gardens, you can see a tiger. He cannot hurt you, because he is shut up in an iron cage.

2. When meal-time is near, the tiger becomes



with dark bars. He has whiskers just like a cat, and can draw in or thrust out his claws just as a cat does.

- 4. He lurks during the day in the jungle, often hiding himself in thick, long grass. When he is hungry, he prowls out, and pounces upon a cow or a sheep. He seizes it with his strong teeth, and breaks the poor creature's back.
- 5. The tiger then leaves his prey until nighttime. At sundown he steals out again, and eats it in the dark.
- 6. People hunt the tiger on elephants. elephant is a brave creature. It fears the claws of the tiger. Yet, when it meets a tiger out hunting, it stands quite still. Then the sportsmen on its back shoot at the tiger with their guns.

7. Sometimes, when one of these fierce animals has killed an ox or a goat during the day, the news is brought to a shikari. Then the shikari quickly builds himself a machan over the "kill," and waits for the wild beast to come and devour his prey.

8. At night, when all is dark and still, he hears a faint rustle. The creature approaches through the undergrowth. Perhaps he sees two yellow eyes flaming in the darkness. Then he lifts his rifle to his shoulder, takes steady aim, and shoots.

> Tiger, tiger, burning bright In the forests of the night, What immortal hand or eye Framed thy fearful symmetry?

Write what you know about the tiger, what food he eats, where he lives, at what time he hunts, how shikaris kill him.

GRAMMAR.

The boy eats quickly. He eats rice from the plate.
Which is an adverb in these two sentences? Which is an adverbial phrase?

Fill in adverbs in these sentences:

The ox worked ---. The shikari builds a machan

Fill in adverbial phrases in these sentences:

The tiger hides — — . He pounces

36.

Spell:

tier' cir'-cus per-form' per-form'-ance

DEAR RAM.

Have you ever seen a circus? I went to the circus the other night with my father, and I did enjoy it. There was a man who did some wonderful tricks on a bicycle. First of all he rode round the wooden stage just as you and I ride our bicycles. After riding round and round some six or seven times, he made the bicycle stand up on its hind wheel. Then he rode round on the hind wheel only, with the front wheel in the air. Have you ever seen anything so wonderful?

But he did some things more wonderful than that. While he rode round on the hind wheel, he regan to take the front wheel off. When that was

off, he unfastened the handlebars, and threw them aside. Then he rode round on the single wheel, holding the frame of the bicycle with one hand. I do not know how he steered the machine.

Then he put the bicycle together again, and mounted it. After riding a short distance, he stopped very gradually. Then what do you think he did? Without getting off the bicycle, he began to pedal backwards, and rode the machine backwards round the stage. Every one in the circus clapped their hands.

Do you think you can come to Calcutta these holidays? If you can, I shall be very pleased. I will ask my father to take us both to the circus.

Your affectionate friend,

GOVIND.

EXERCISE.

Write a letter to a friend, describing something you have seen or done, a walk, a train journey, or a game in which you took part.

Study:

I have some money, so I shall go to the circus.

If I had some money, I would go to the circus.

Fill in the verbs:

I have a gun, so I — — shooting.

If I had a gun, I — — shooting.

37.

· THE ELEPHANT THAT TRUSTED A JACKAL.

Once upon a time, an elephant lived in a wood.¹
 Many jackals lived in the same wood, and they were

often very hungry. They saw the elephant as he stood beneath a tree, breaking off the juicy leaves and twigs. "How big he is!" they said. "If we could kill him, what a feast we would have!"

2. "I will kill him," said a jackal, who was very old and wicked. "How will you do it?" cried all the others. "Never mind how I shall do it, I will do it." he replied.

3. The artful jackal went to the elephant, and fell down before him. "O, mighty sire," he said,

"be not angry with me."

4. "Who are you?" asked the elephant. "Why

do you come to me?"

5. "O, sire, we jackals want a king. I have come to beg you to be our king. You are the wisest and bravest animal in the forest. If you will rule over us, we shall never fight amongst ourselves. We shall be very happy."

6. Then the jackal rose to his feet, bowed to the

elephant, and ran into the jungle.

7. The elephant was very pleased with the jackal's words. "Why should I not be a king?" he thought. So he followed the jackal into the jungle.

8. The cunning jackal wanted the elephant to-

follow him. He led him into mire.

9. The jackal was a light animal. He ran across the mire, and did not sink into it. But the elephant was very heavy. He sank into it up to his knees. He was stuck quite fast, and could go neither backwards nor forwards.

10. "Friend jackal," said he, "you have led me into this mire. I cannot pull my legs out of the mud. Come back and help me, or I shall starve to death."

"I am a little animal. How can I help you? If you are stuck fast, then you will die."

12. "How foolish I was," said the poor elephant, "to trust a cowardly jackal. Only foolish people mix with such low companions."

GRAMMAR.

The elephant followed the artful jackal.

In this sentence we know what parts of speech elephant, followed, and jackal are. Two are nouns, and one is a verb.

What part of speech is ariful? What does it do? It tells us what kind of jackal it was. The jackal was ariful. Words that describe nouns are called adjectives in grammar.

Which words are adjectives in these sentences?

We are cunning jackals. The elephant is a noble animal.

Fill in adjectives in these sentences;

in our class. 3. In our school there are — boys.
4. Our compound is a — one

38.

A wasp met a bee
That was passing by,
And he said, "Little cousin,
Can you tell me why

You are loved so much better By people than I?

My back shines as bright,
And as yellow as gold,
And my shape is as pretty
As one can behold;
Yet nobody likes me,
For that I am told."

"Ah, friend," said the bee,

"It is all very true;
But if I had half
As much mischief to do,
Indeed they would love me
No better than you.

You have a good shape,
And a very fine wing.
They own you are handsome—
But say there's one thing
They cannot put up with,
And that is your sting.

My coat is quite homely
And plain, as you see,
But nobody ever
Is angry with me,
Because I'm a harmless
And hard working bee."

39.

Spell:

punc'-tu-al punc'tu-ai-ly Die f shriek

Study:

The boy is punctual. The school opens punctually at nine. The girl gave a shriek. The girl shrieked.

What parts of speech are the words in italics?

A JOURNEY. PART I.

- 1. It is a long journey from Calcutta to Bombay. I once made the journey. The train leaves Calcutta at nine o'clock at night. I helped my father to pack our box. It was a very hot night, and my father got hotter and hotter as he stooped over the box.
- 2. At last ail was ready. We said good-bye to every one, and got into the gharry that was waiting outside our door. It was then about seven o'clock, so we had plenty of time to catch our train. was lucky that we started in good time.
- 3. All went well until we approached the Hughli. Then we saw that the bridge was open, and the steamers were passing through. We asked a policeman, "When can we cross the bridge?" He replied, "Not tili half-past eight." What were we

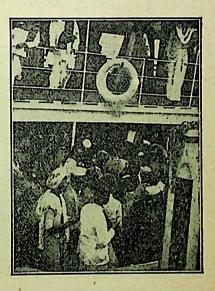
to do? There were fifty or more carriages waiting to cross. If we waited, we should miss our train.

4. "We must cross by the ferry," said my father. We jumped out of the gharry, gave our box to a

coolie, and made our way to the ferry

pier.

5. Hundreds of people were waiting on the pier. The ferry boats were crossing backwards and forwards as quickly as they ·could. One came to the pier. The people walked ashore, down some wooden planks. How slow they were! A clock near by struck the hour



of eight. At last we scrambled on board the ferry.

6. Slowly the people walked up the wooden plank into the steamer. At last, just as the clock struck the quarter, the sailors untied the ropes, the paddles began to turn, and we moved away from the pier.

7. When the steamer bumped against the pier, on the other side of the river, we jumped ashore.

68 ENGLISH COURSE FOR INDIAN SCHOOLS

Then we ran for dear life to Howrah station. It was just thirteen minutes to nine when we ran on to the platform. We had caught the train.

A JOURNEY. PART 2.

I. I shall never forget the journey. The great



Photograph by Clifton & Co., Bombay.

train rumbled across bridges. Far beneath us we could see the water flowing over sand and stones. The engine-whistle shrieked. The train rocked to and fro because she was going so fast. Stations flashed by. Every now and then the train slowed down, and stopped at a large station.

2. At last we reached the Western Ghats. What.

a tiny thing our train seemed to be as it wound round the sides of mountains! From the windows of the train we gazed down wide valleys. In the far distance we could see high mountain-peaks that seemed to touch the clouds. At last we reached Bombay. We were very glad to leave the train, and once more tread upon firm ground.

40.

THE FOOLISH FROG.

- A little frog was learning once
 To hop, and croak, and play,
 When all at once a mighty thing
 Came galloping his way
- 2. This creature had four great big legs,
 And shoulders, such a size!
 And from his head two horns stuck out;
 He'd two enormous eyes!
- 3. "Good morning, sir," the froggy cried,
 "Oh tell me, please, your name."
 "My name is Ox," the creature said,
 "Or Bullock means the same."
- 4. Now when the froggy's mother hopped Within a yard or two,
 The froggy cried, "I've seen an Ox,
 Much bigger, Ma, than you."

70 ENGLISH COURSE FOR INDIAN SCHOOLS

- 5. "Much bigger, child? Tut, tut! tut! Don't taunt your mother so,
 There never was a creature yet,
 So large as I can grow.
- 6. Just watch me as I draw in breath, Just watch my skin grow tight, If Mr. Ox should see me now, I'm sure he'd get a fright."
- 7. "No, mother, no, the ox I saw, Was bigger far, I trow." "Then let me take another breath, Just see how I shall grow!"
- So mother frog she drew in breath,
 And oh! her skin was taut.
 Her cheeks and body bulged and stretched,
 Then came a loud report.
- 9. The mother frog had gone off pop, As paper bags will do, And there she lay, upon the ground, Her body split in two!
- 10. So boys and girls who e'er you be, Though short, or stout, or tall, Just learn from mother frog that pride Doth walk before a fall.
- 11. And if you learn your lessons well,
 Don't be puffed out with pride;
 Remember how the foolish frog
 Puffed herself out, and died.

HALF THE PRICE.

A SCHOOL PLAY.

Characters.

A Raja.
His Minister.
His Chief Cook.
A Fisherman.
Nobles and attendants.

ACT I.

Scene: Inside the Raja's palace.

Enter Raja.

Raja: To-day my daughter will be married. I have invited all my friends to the feast. Everything is to be of the best. I wonder if all the food is ready. (Rings a bell.)

(An attendant enters.)

Attendant: Your Majesty?

Raja: Send the chief of the kitchen to me.

(The attendant goes, and the chief of the kitchenenters. He stands with joined hands)

Raja: Is the feast quite ready?

Cook: Your Majesty, everything is ready, except one thing. There is no fish large enough to put before your Majesty's guests. I have asked all the fishermen. They have plenty of small fish, but no large ones.

Raja: We must have fish. Ask the fishermen again. I will pay a thousand rupees for a fine fish.

No small ones will do for my daughter's wedding feast.

Cook: Your Majesty's orders shall be obeyed. All the fishermen are fishing in all the rivers. They fish all night and all day. They are in boats, drawing nets through the water; they are on the river banks, fishing with rod and line. I will go at once to them, and will bring the largest fish to your Majesty.

ACT II.

Scene: The bank of a river. A fisherman is fishing. The Raja's cook is hidden behind a tree.

Fisherman: Dear me! Dear me! Where are all the fishes? I know that the Raja wants a big fish to-day. I can only catch small ones. If I could catch a big fish, I should make my fortune. What could I do with a thousand rupees? First of all I would buy a large boat. I would have the largest net on the river. Then I would build a new house... My goodness! What a tug! There's a big fish at last! How it pulls! This will suit the Raja's table. (He struggles with the fish and draws it on to the bank.) There's a fish indeed! It is five seers if it's a tolah! My fortune is made. What a length! What a thickness! How its scales shine! And how it kicks and jumps! Steady, friend fish. Let me put the string through your gills.

(The Cook comes forward).

Cook: Hulloa! friend. What have you there?

Fisherman: I have caught a fish for the Raja's feast.

Cook: Let me look at it. (He lifts the fish up.) Do you call that a fish? That's a shrimp, not a fish.

Fisherman: A shrimp, indeed! It's the finest fish that I have ever seen. I am going to take it straight to the Raja.

Cook: Nonsense! the Raja will not see you. I am the Raja's cook. I have just come from the other fishermen. There are a dozen fishes bigger than yours.

Fisherman: I don't believe you. I shall go

straight to the Raja's palace.

Cook: Look here, friend fisherman. Why should we quarrel? You have a good fish. Very well, if you will make it worth my while, I will show your fish to the Raja.

Fisherman: How much do you want?

Cook: Will you give me half the price of the fish? Fisherman: I do not like dealing with dishonest men. But I am a poor man. I want to sell my fish to the Raja. I will give you half the price. (Aside): I will pay him out for this.

(The cook and fisherman go off together, the

latter carrying his fish.)

ACT III.

Scene: Inside the Raja's palace. The Raja is seated. Noblemen are standing in a semi-circle round him, attendants behind.

(Enter the cook, who stands humbly before the Raja.)

Raja: Well, cook, what is it?

Cook: I have found a fish, your Majesty, worthy of the feast. It weighs five seers, and is plump and in good condition.

Raja: Where did you find it?

Cook: O, sire, I went to every fisherman. They all had little fishes. I could not bring them to your Majesty. Knowing how much your Majesty wished for a large fish, I walked many miles. At last I came to a fisherman who had a fine fish. I have brought him to the palace.

Raja: Bring in the fisherman with his fish.

(The fisherman enters with the fish on a large plate. He lays it at the Raja's feet, and remains kneeling.)

Raja: Is this your fish, Fisherman?

Fisherman: If your Majesty pleases, the fish is your Majesty's.

Raja: What reward did I promise for a

fine fish?

Cook: Your Majesty promised one thousand rupees.

Raja: Here is my minister, Fisherman. Your fish is worth the reward. He will give the money to you.

Fisherman: O, sire, I do not desire a money payment.

Raja: What do you want then?

Fisherman: I desire one hundred lashes as a reward. I wish to have them on my bare back.

Raja: Good gracious! What do you say? You want a hundred lashes on your bare back?

Fisherman: Yes, your Majesty. But I promised to share my reward with your head cook. He asked for half the reward. So fifty of the lashes will be his.

Raja: Very well. Call the executioner. Who will have the lashes first?

Fisherman: I am ready, your Majesty.

(He takes off his coat, and leans over.)

Raja: Give the lashes, executioner.

(The lashes are given.)

Raja: Now, Cook, make ready to take your half of the reward.

Cook: O, Sire, I beg of you to spare me. I do not want half the reward.

Raja: Then why did you ask the fisherman for it? Lay on, executioner.

(The attendants seize the weeping cook, and hold him while the executioner gives him the lashes. The cook rises, and rushes from the room.)

Raja: My minister has the thousand rupees, fisherman. He will give them to you. He will give you another thousand besides. Your fish is a very fine one, and worthy of my daughter's wedding feast.

(The fisherman throws himself at the Raja's feet.) Curtain.

WORD PRACTICE

Pronounce and Spell

| LESSON | | | | | |
|--------|--|---------------------------------|--------------------------------|-------------------------------------|--|
| I. | creature feature | afraid spade | hurt shirt | fright tight light height | frighten tighten lighten heighten |
| 2, 3. | swallow follow hollow | juice loose fruit root | tast was Tib fibr | ite er | thirst first worst |
| 4 | pounce ounce pronounce announce | piece niece peace | receive deceive seize | house mouse | houses mice |
| j, 6. | centre (as if machine between | center) | chafe safe seam steam | thread bread should colder | know |
| 7, 8. | straight weight slate | seize peas steal wheel | bush push guard card | size eyes dead bed | jackal tall wall |
| 9, 11. | reward sword | erect correct | heard herd | | death breath beneath teeth |

| 12. | leather weather together | heavy heaver nepher never | | busy busines | bleat wheat sweet |
|-----|----------------------------------|--|---|----------------------------|--|
| 14. | saw caw | piece niece (girl) nephew (be | | (fine rain) | edge hedge |
| | beam dream seem | build filled | support short | door | |
| 15. | mule new use | beast least east | stomach hummock | supply deny | reason season |
| | syllable | Pronounce est e separately. b, z sound). | p | use iws oun, sharp : | island my land s). |
| 16. | This came | el looks like | length strength depth What is its le a strong anim that is its dept. | al. Has it | kneel knowledge felt knelt any strength? |
| 17. | field wheeled suit jute | plough how | stalk walk straw caw | | ed) th needle and hread) |
| 18. | sauce(pan) force forge George | | shoe too shower tower | | pure sure cure |
| 20. | Study: | | l12 35 | | |

Do you see that tame elephant? My brother and I tamed it. Do you see that swarm of bees? Yes, the bees are swarming now.

Study:

The huntsman hunts,
And the diver dives,
And we all of us live our separate lives.
The workman works,
And the driver drives,
And the bees do swarm in their snug beehives.

The digger digs in the earth so deep, At hush of evening no creeping things creep, And the mother is hushing her baby to sleep.

At sunset, the sun sets in orange and gold,
The shepherd, he shepherds his sheep to the fold,
The piper is piping low notes on his pipe.
And the fruit-picker picks the sweet fruit when it's ripe.
And Rajahs and Kings who reign, like Viceroys,
Have all of them once been little schoolboys.

21. The man who owned the elephant was its owner. Job Charnock founded Calcutta. He was its founder. To thieve is a sin. A thief is a sinner.

disease cure touch
breeze pure such
knees endure dumb
thumb

22, 23. On my way to school this morning I looked in to see Ram, who is ill.

scream

seem

pear honey pair money

shone glisten glisten listen mute to

26. delicious climb limb knife suspicious time him life

28. Study:

That is such a small banana it is not worth while to pick it.

Is it worth while going to school? Yes, it is well worth while. If I did not go to school I could not read.

If you will plant these crotons for me I will make it worth your while (which means: I will make it worth your while because I will give you some money).

The sun is shining right on my head. Is it worth while drawing the blind? No, because we shall be going out in half

a minute.

29. Study:

I cat I ate I have eaten
I bite I bit I have bitten
I write I wrote I have written

The woods are silent.
The birds fly into the woods.
The birds sing in the woods.
Who speaks to the birds?
I go into the woods.

There is silence in the woods. The birds flew into the woods. The birds sang in the woods. Who spoke to the birds? I went into the woods.

30. Study:

The miller grinds the wheat. The soldier strikes a match. The sparks fly from the anvil. The miller ground the wheat He struck a match. The sparks flew.

31. Study :

I feed the pet bird.
I hold a cup.
I held a cup.
The rain falls.
Flowers smell sweet.
I fed the pet bird.
I held a cup.
The rain fell.
The flowers smelt sweet.

32. Study:

A goose ran after me. The geese ran after me.

wise hurry I am in a hurry
skies curry I hurried to the station
guess (pronounced as if it were gess—hard g)
guard (pronounced as if it were gard—hard g)

33. crow cow peacock
go compare with how peahen
sow (a female pig)

35. Study: The hunter wounded the tiger (phonetic spelling—woond). He wound the string round his finger (rhymes with round)

80 ENGLISH COURSE FOR INDIAN SCHOOLS

These are two quite different words. In one case the verb is to wound, meaning to cut, or hurt; and in the other case the verb is to wind.

I wind up my watch.
I wound up my watch.
I shall wind up my watch.
E have wound up my watch.

I wound the tiger.
I wounded the tiger.
I shall wound the tiger.
I have wounded the tiger.

devour prey shower gray day rustle (silent t)

36. behind bicycle (sometimes called simply cycle)
mind tricycle (a three-wheeled machine)
Compare, circus—circular (a circus is circular in shape)
affection: love, friendship
An affectionate friend is one who has an affection for you.

bow the boy tied a bow bow the jackal made a bow how